DOCUMENT RESUME

ED 029 631 JC 690 153

A Report of the Fourth Year of Instruction, Associate in Arts Degree Program in Nursing, 1967-1968.
Chicago City Coll., Ill. Dept. of Nursing.
Pub Date [68]
Note-57p.
EDRS Price MF-$0.25 HC-$2.95
Descriptors-•Junior Colleges, •Medical Services, •Nurses, •Subprofessionals, Vocational Education
Identifiers-Illinois

These comments on a 3-campus nursing program may be useful to others. The campus of Amundsen-Mayfair, oldest of the three, has served as a demonstration center for other programs in the state, enabling its staff to exchange views with other instructors in both clinical and classroom settings. They have also addressed hospital groups, high school counselors, and practical nurse educators. When local universities used the campus for their practice teaching in nursing (clinic, classroom, conference), the faculty found their own teaching improved. Several hospitals and health agencies have cooperated in providing clinical experience for the students in such varied areas as medical/surgical, obstetrics, pediatrics, psychiatry, intensive care, patient-orientation, chronic illness, and Medicare. Although the faculty still responds to high school requests for talks to recruit students, it no longer seeks them out: applicants, recruited mainly by current students, now exceed accommodations. When other programs are developed or present ones expanded, active recruitment will resume. Enrollment is now limited to 90 qualified beginners. The curriculum, admission standards, campus-to-clinic commuting problems, student characteristics and achievements, and courses are described. With many hospitals dropping their nursing education programs, the colleges must prepare to handle them. A responsible lay advisory committee and extended use of audio-tutorial laboratories are recommended. (HH)

ED029631

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A REPORT OF THE FOURTH YEAR OF INSTRUCTION

ASSOCIATE IN ARTS DEGREE PROGRAM IN NURSING

1967-1968

UNIVERSITY OF CAL
LOS ANGELES

APR 19 1969

CLEARINGHOUSE FO
JUNIOR COLLEGE
INFORMATION

JC 690 153

C H I C A G O C I T Y C O L L E G E

Dr. John W. Taylor
President
Chicago City College Board

Oscar E. Shabat
Chancellor
Chicago City College

Theodore G. Phillips
Dean
Amundsen-Mayfair Campus

TABLE OF CONTENTS

CHAPTER		PAGE
I.	CHICAGO CITY COLLEGE	1
II.	CONSULTANT SERVICES AND VISITORS	5
III.	TEACHING PRACTICUM	7
IV.	COOPERATING HOSPITALS AND HEALTH AGENCIES. .	11
V.	FACULTY, DEPARTMENT OF NURSING	15
VI.	THE STUDENTS	19
VII.	CURRICULUM AND TEACHING.	25
VIII.	ANALYSIS OF STUDENT POPULATION	28
IX.	SUMMARY.	41
	APPENDIX I - BROCHURE.	43
	APPENDIX II - COURSE DESCRIPTIONS.	44
	APPENDIX III - TEACHER PRACTICUM EVALUATIONS	46
	APPENDIX IV - SUMMARY OF THESIS STUDY. . . .	49

CHAPTER I

CHICAGO CITY COLLEGE

Central Administration. During its second year of operation, the Chicago City College has primarily worked toward becoming a more comprehensive community college. There has been increasing emphasis upon the development of occupational and technical programs, as well as a greater number of offerings in the area of Adult and Continuing education.

Several persons in the Chicago City College's central administration offices have been instrumental in improvements in nursing education. Dr. John Grede, Coordinator of Occupational Education, has met often with the Nursing Department Chairmen and offered guidance in economic problems, development of an advisory committee, use of health care facilities, and a number of other areas. It has been helpful for such an interested, though distant, "umpire" to attend our meetings. Dr. Henry Moughamian, Coordinator of Instructional Services, has shared his expertise with the Mayfair Campus nursing faculty in several ways. His department has run detailed item analyses of our written examinations in nursing and, during the coming year, he will work with faculty to improve test construction. Dr. Moughamian

worked with the Department Chairman in the study of the nursing student population during the five years of the Kellogg Project. Without the research assistance given by Dr. Moughamian and his staff, the effectiveness of our admission requirements and evaluation methods would be, at best, a good guess. During the past year, the Chicago City College has added a Director of the Office of Public Information, Mr. Sy Friedman. Due to Mr. Friedman, the Nursing program at the Mayfair Campus has enjoyed much favorable publicity. The press releases have been an immeasurable source of applicants. The new Mayfair Campus Nursing program brochure was designed by Mr. Friedman and his staff and we have received many favorable comments on it. (See Appendix I).

Mayfair Campus. There have been a number of administrative changes on the Mayfair Campus which, of course, affect the Nursing Department. Several new administrative positions have been created; Mr. Bernard Tarshis is Dean of Faculty and Instruction, Mr. Casper Barth is Dean of Student Personnel Services, and Mr. John Gianopulos, Assistant Dean of Adult and Continuing Education. All of these men have come with only minimum knowledge of nursing education, but have shown interest and support for our endeavors. Several

of the campus administrative officers have asked to visit faculty and students in the hospitals to become better acquainted with the problems involved in this kind of teaching. During the Fall semester, we hope to be able to implement such an orientation program.

The facilities housing the Mayfair Campus are still minimum, although a number of improvements have been made. Teaching space for any program is at a premium. However, in order to support the ever-increasing number of applicants to the Nursing program, the college has provided us additional space. A relocatable is now being used for Nursing faculty office space and an audio-tutorial laboratory. The area which was formerly faculty office space is now being used as a classroom. We were, therefore, able to return our laboratory-classroom area to its original use as laboratory area. These changes have made it possible to teach the increased numbers of students in nursing. However, the minimum laboratory space available in the Biology Department continues to present a limiting factor to the Nursing program.

Chicago City College, Departments of Nursing. Two additional campuses opened programs in Nursing in the Fall of 1968. During the 1967-68 school year, chairmen of these

nursing departments met on a number of occasions. It has been of real benefit to have the resources of three nursing educators to review common problems in the implementation of a nursing curriculum in the Chicago City College. However, we have not solved all of the problems inherent in similar programs offered in a multi-campus college. At present, the three programs have different admission standards, curricula, and faculty-student ratios. The Nursing faculty of all three branches met and were able to develop common nursing courses and course descriptions. (See Appendix II).

CHAPTER II

CONSULTANT SERVICES AND VISITORS

One of the functions of the Nursing program at the Amundsen-Mayfair Campus has been to serve as a demonstration center for developing programs in Illinois. This has always afforded the faculty with the pleasant opportunity to discuss curriculum and teaching with other knowledgeable nursing educators. It has contributed to many improvements in our own curriculum.

Those who visited the program included the new director and several newly employed faculty from Parkland Community College in Champaign, Illinois. Other newly employed faculty from the programs developed at Sauk Valley Community College, Sterling, Illinois, and from the new Chicago City College programs also spent some time with the faculty reviewing curriculum. On several occasions, these visitors spent some time in the clinical setting, as well as the classroom, to increase their understanding of teaching methods used by the Amundsen-Mayfair faculty.

The Department of Nursing at the Amundsen-Mayfair Campus have had a number of requests to speak before community groups. Most of these requests are for an explanation

of the program and our teaching methods. Some of the groups with whom we met included three local hospital groups, a group of high school counselors, and a state-wide meeting of practical nurse educators.

CHAPTER III

TEACHING PRACTICUM

During the 1967-68 school year, the Amundsen-Mayfair Department of Nursing offered the use of its facilities to three local universities for practicum in teaching for graduate students in nursing - Loyola and De Paul Universities and the University of Illinois.

Three students from Loyola University spent their practicum at Amundsen-Mayfair during the Fall semester, 1967. Two students did their practice teaching in Nursing 101, Fundamentals of Nursing, and one in Nursing 201, Physical and Mental Illness in Adults and Children I. The latter student was particularly interested in the Pediatric component of this course since her speciality was Maternal and Child Health. These students spent 12 hours per week at Amundsen-Mayfair and taught several formal classes. They also followed a few students in the clinical setting and taught several pre- and post-conferences. Each of the student teachers chose one area of the course and planned all of the learning experiences, both classroom and clinical, for that area. This was, of course, with the guidance and direction of the university teacher responsible for the

practicum and a master teacher from the Amundsen-Mayfair faculty.

Two students from De Paul University did their practice teaching in Nursing 201, Physical and Mental Illness of Adults and Children I, and three additional students did their practice teaching during the Spring semester in Nursing 202, Physical and Mental Illness of Adults and Children II. All of the De Paul student teachers taught in the area of adult illness, primarily physical illness. One of these student teachers had previously taught in an Associate Degree Nursing program in Indiana. In spite of such an extensive background, this student felt she gained much in the practicum from her associations with students and faculty and the exposure to another ADN program.

During the Spring semester, one graduate student from the University of Illinois College of Nursing joined us for practice teaching. This student was interested in Associate Degree Nursing education and requested her practicum be in such a program. Her area of specialization was in Psychiatric Nursing and she worked closely with the Amundsen-Mayfair master teacher responsible for that area. The faculty found this student particularly rewarding to

work with, since she displayed such interest in the program and was eager for any opportunity to learn more about it.

In addition to direct teaching experiences, all student teachers were given opportunities to meet with members of the administrative staff in order to further acquaint them with the philosophy and curriculum of a community college. All of these students were observers at Department meetings and other faculty meetings on the campus. During the Fall semester, a seminar was conducted at Loyola University to discuss college faculty organizations - American Association of University Professors (AAUP) and American Federation of Teachers (AFT). This seminar was attended by the Loyola practicum faculty and students and the Amundsen-Mayfair faculty, as well as a representative of the AAUP from Loyola University and a representative of the AFT from the Amundsen-Mayfair Campus. The students had requested this seminar and everyone involved found it interesting and helpful in clarifying functions and positions of each organization.

The Amundsen-Mayfair faculty find these experiences with student teachers improve their own teaching.

Several of these students have made valuable contributions and suggested creative approaches to Department

activities. In order to give some ideas of the meaning of this experience to the student teachers, we asked several of them to write their view of the practicum (See Appendix III).

CHAPTER IV

COOPERATING HOSPITALS AND HEALTH AGENCIES

The support and assistance received from the cooperating hospitals and health agencies during the five years of the project have contributed immeasurably to the success of the Nursing program at Amundsen-Mayfair. These agencies have given unstintingly of their facilities, personnel, patience, and materials, and the faculty are grateful for their assistance.

Skokie Valley Community Hospital. This 150-bed hospital has proved an excellent facility for student learning during the past five years. Learning experiences for nursing students from Amundsen-Mayfair were found in all areas of Skokie Valley Community Hospital throughout the 1967-68 school year - Medical-Surgical units, Obstetrics, Pediatrics, and the Intensive Care Unit.

Mercy Hospital. The new 500-bed Mercy Hospital was opened in January, 1968. Both students and faculty found the opportunity to participate in the move to new and more modern facilities exciting. These new facilities in and of themselves contribute to more effective teaching since the architecture of the hospital is geared to emphasize the

patient-side role of the nurse.

We continue to use the hospital on alternating days with St. Xavier College of Nursing. By now the relationship between the hospital and both schools has become so close that no problems have arisen in sharing facilities. The Amundsen-Mayfair faculty have, during the past year, used almost every area of the hospital for teaching. The one exception has been the Obstetrics area, but this, too, will be used for students in the Spring semester, 1969. The hospital offers an unusually large number of patients in both the Pediatrics and Psychiatric areas which has made finding learning experiences for students in these areas much easier.

St. Francis Hospital. Our cooperative contract with St. Francis Hospital began in March, 1967. We continue to share this facility with the St. Francis Hospital School of Nursing. Ample learning experiences were available in all hospital areas for our students.

The Obstetrics area was used for freshmen students during the Spring semester, 1968. Since the hospital has a fairly high patient census in this area, sufficient experiences were available for our students. A meeting with Obstetric medical staff was held prior to our use of the area

to clarify the role of the students and teachers from Amundsen-Mayfair. Having male nursing students in this area was a new experience for the St. Francis staff and some clarification of their activities and learner role was necessary. This meeting proved to be valuable since the St. Francis staff were then able to accept this new program in the environment. The Amundsen-Mayfair faculty felt great assistance was given them in attaining their educational objectives in the Obstetric area.

Balmoral Nursing Home. This 213-bed nursing home was selected by the Amundsen-Mayfair Nursing faculty and approved by the State of Illinois, Department of Registration and Education as a laboratory for students of nursing. The Balmoral Nursing Home is a privately owned, newly opened nursing home which has also been approved for medicare patients. Both the owner, Mr. Henry Mermelstein, and the Director of Nursing, Mrs. Florence Trotter, were eager to offer this facility for students of nursing. They are acutely aware of the need to make nurses cognizant of the great need for their services in nursing homes.

The Amundsen-Mayfair faculty believe that Balmoral Nursing Home will offer unique experiences for both freshmen and sophomore students. We plan to use this facil-

ity for students in Nursing 101, Fundamentals of Nursing, in the Fall semester, 1968. During that time, we shall evaluate the potential for learning experiences for sophomore students in the area of care of the chronically ill and may again use the facility during Nursing 202, Physical and Mental Illness in Adults and Children II.

With the addition of a new Department of Nursing at the Southeast Campus of the Chicago City College, the Amundsen-Mayfair faculty decided we should defer to that program in the use of the vast facilities of the University of Chicago Hospitals and Clinics. The commuting problems to such a distant agency were difficult for both students and faculty. The Amundsen-Mayfair faculty felt that, with the addition of the Balmoral Nursing Home, we had sufficient clinical facilities at closer commuting distance to the college to allow us to discontinue the use of the University of Chicago Hospital and Clinics. However, we are pleased that another campus will be able to make use of this excellent facility. The University has also offered its hospital and health facility to a new baccalaureate nursing program in the Chicago area. We feel this a valuable move for nursing education in this community since many of the learning experiences are more appropriate to a baccalaureate learner.

CHAPTER V

FACULTY, DEPARTMENT OF NURSING

The faculty of the Amundsen-Mayfair Department of Nursing now number eight (8), including the Department Chairman.

One member of the faculty, Miss Janice Anderson, who had been employed for two years, has resigned in order to accept a staff nurse position. Miss Anderson had never held such a position and wanted some experience in this area of direct patient services. The faculty hope she will return next year since she is an outstanding teacher.

With the increased enrollment, three (3) new faculty positions were opened for the Fall semester, 1968, but only two (2) of these positions have been filled. The new teachers are Miss Grace Caliebe and Miss Shirley Hector.

Miss Caliebe is a recent graduate of the Loyola University Master's program, with a specialty in the Medical-Surgical area. She has an extensive background in nursing service and was most recently a supervisor in a medical-surgical area of a local Veterans Hospital. This ideal combination of extensive experience with recent graduate education should make Miss Caliebe a very strong addition to

the faculty of the Department of Nursing.

Miss Hector completed her Master's degree this summer at St. Xavier College in Psychiatric Nursing. In addition, she has a number of years of experience in public health nursing which will be useful in assisting students to view community health needs.

A third new teacher had been employed but was unable to complete requirements for her Master's degree before the Fall semester started. This has meant a greatly increased teaching load for all of the faculty, including the Chairman. Additional faculty will be sought for the Spring semester in order to fill this vacant position and an additional position which will be open in Spring.

It was suggested in the last report that the acquisition of new faculty might become more difficult with two additional nursing programs in the Chicago City College. This has proved to be true. Many potential faculty have been drawn to the unique experiences available to them in newly developing programs, as well as the opportunity to be the only faculty member in their specialty area. This problem may diminish as these new programs become established.

In June, 1968, Miss Joan Molitor received her Master's degree in Nursing from De Paul University and be-

came a fully qualified faculty member. Her thesis considered confidence levels of Associate Degree students. Since Amundsen-Mayfair Nursing students were used in the data, the faculty found the results both interesting and helpful (See Appendix IV).

Miss Molitor also attended a study conference at the University of California, San Francisco. The conference was titled "Process as Content" and examined the relationship between Nursing content and some of the activities associated with acquiring Nursing knowledge. Miss Molitor brought back much helpful information to share with other Nursing faculty.

As previously mentioned, faculty have devoted much time to community Nursing activities. The Chicago Council on Community Nursing offers a Speaker's Bureau service to high schools for recruitment to all programs in Nursing. Both Miss Janice Anderson and Miss Margaret Quimby serve on this Bureau's roster. Miss Quimby conducted a three-day study conference, sponsored by Skokie Valley Community Hospital, on team nursing. This conference was designed for head nurse and supervisory nursing personnel. Another one-day conference was conducted in Springfield, Illinois by

Miss Alyce Rohde for practical-nurse educators from the entire State of Illinois. This conference was sponsored by the State of Illinois, Department of Registration and Education and discussed new curriculum concepts and teaching methods. The College was very pleased to allow both faculty members time for these activities and was very proud of the many positive responses to their conduct of the conferences.

Several of the Nursing faculty have been very active on local campus faculty committees during the past year. Miss Rohde and Miss Anderson served on the Social Welfare Committee and Miss Molitor served on the Student-Faculty Relations Committee.

Three faculty members, Miss Rohde, Miss Quimby, and Miss Lewis, attended the NLN Department of ADN programs in Boston, Massachusetts in February, 1968. Miss Lewis' stay was extended to include visits to several Associate Degree Nursing programs - Newton Junior College, Newtonville, Massachusetts, and Berkshire Community College, Pittsfield, Massachusetts, and Rhode Island Junior College, Providence, Rhode Island. Like most teachers new to Associate Degree Nursing education, Miss Lewis found these visits helped to clarify her ideas on curriculum and teaching of this learner.

CHAPTER VI

THE STUDENTS

Recruitment. The faculty continue to respond to requests from local high schools for recruitment talks to groups of interested students. However, we have not during the past year made efforts to seek such opportunities. Applicants to the program far exceed the number of students we can currently enroll. The faculty felt, therefore, it would be unfair to encourage greater numbers to apply through vigorous recruitment activity. Nursing students in the program continue to be a very active recruitment resource, encouraging their friends and family to enter the Nursing program. Students also frequently accompany faculty on recruitment visits to their own high schools and prove extremely helpful in explaining the program to interested high school students. We believe that our previous efforts in contacting local high school principals, teachers, and counselors, have been rewarded with continuing applicants from these schools. Should the Nursing program at Amundsen-Mayfair expand, or competitive programs develop in the community, the area of recruitment may again require greater effort on the part of faculty.

Admissions. The faculty decided to again admit 90 students to the class beginning in September, 1968. This seems to be the maximum number of students we can admit with our limited space. Although new Nursing programs were opened on two other campuses of the Chicago City College, we had no difficulty in attracting 90 qualified applicants. Two opportunities to take the SCAT and English placement tests were offered to applicants. On two consecutive Saturdays in March, approximately 200 applicants were tested and, from this group, we were able to select a class.

Records of applicants' test scores and previous education (high school, college, nursing school) are directed to the Nursing Department by the College Registrar and Counselor. The records are reviewed by the Admissions Committee of the Nursing Department and applicants were either accepted or given counseling for other educational endeavors.

This entire process of selection of students will be reviewed during the coming year. A study of students during the five years of the Kellogg project has shown that some of the admission requirements and tests are not helpful in prediction of success in the program. The Nursing faculty and college admissions staff will review the ad-

mission policies and hope to develop realistic and democratic standards for admission.

It is still the belief of the Nursing faculty that, as long as some selection must take place, it should be made on the basis of the applicant's demonstrated potential for success. If, at some future date, applications to the program nearly approximate the number of students we could admit, an open-door policy may be rational - at present, such a situation does not exist.

Graduating class of 1968. Thirty-two (32) students completed the program in Nursing in June, 1968. These students received their Associate in Arts in Nursing degree at the Chicago City College graduation. Again this year, a number of these students graduated with honors or high honors. Following the graduation exercises at the Chicago Civic Opera House, the graduates and their families were honored at a reception of Amundsen-Mayfair campus graduates.

A ceremony to award the Nursing pins to the graduates was held at the Mayfair auditorium on the evening of June 3, 1968, followed by a reception for graduates, families, and friends. This ceremony was attended by Mr. Oscar E. Shabat, Chancellor, Chicago City College, Dr. Theodore J. Phillips, Dean, Amundsen-Mayfair Campus,

other college dignitaries, and the faculty of the Nursing Department. The graduates were addressed by Miss Hazel Kellams, Director, Department, Two-Year Nursing Programs, State of Illinois. The students consider this pinning ceremony a very important occasion and see it as a much more personal recognition of their achievement.

Most of the graduates took the State Board examination during June and July in Illinois. One student took the examination in California this year. The Department has received results of these examinations on all of the graduates. The results are as follows:

29 passed all sections
2 failed two sections
1 failed one section

Thirty (30) of the graduates are currently employed in Nursing. Two of these graduates are enrolled full-time in local universities working toward a baccalaureate degree. Again, these graduates are employed in a large number of local hospitals and no appreciable numbers elected employment in cooperating hospitals of the Nursing program.

Sophomore Class - September, 1968. Seventy-five (75) students are enrolled in the sophomore class for September, 1968. This group started with 86 students in September, 1967. In addition to the students continuing

in the program (73), two students transferred from senior college Nursing programs.

These students will be enrolled in three (3) Nursing classes during the 1968-69 school year - Nursing 201 and 202, Nursing in Physical and Mental Illness I and II, and Nursing 203, Nursing in Perspective.

A number of these students have been actively involved with the Student Nurse Association of Illinois (SNAI). As a class, they have been very active in reorganizing the class government structure, rewriting by-laws, and taking steps to become a permanent campus organization. They were very eager to be helpful to incoming freshmen Nursing students. An orientation committee worked all summer to organize an orientation program and welcoming tea for early fall.

Freshman Class - September, 1968. The faculty had again planned to admit 90 students in September, 1968, and we registered 89 students for Nursing 101. The class is again very heterogenous with an age range of 17 to 49 years. This class includes seven (7) men, including one member of the Alexian Brothers Nursing order.

There continues to be wide variety in the educational and Nursing backgrounds of these students. One

student has a baccalaureate degree with a major in bacteriology and a number are licensed practical nurses, or have many years of work experience in hospitals or health agencies. Such students always present a challenge to faculty to provide learning experiences which will help them to develop a new role concept.

CHAPTER VII

CURRICULUM AND TEACHING

The general education component of the Nursing program has remained unchanged. This is an area which the faculty feel should have serious study and evaluation. The larger numbers of Nursing students continue to strain the space of the Biology Department.

The Biology Department has requested additional laboratory space to meet these added demands, but to date the College has been unable to provide this space. This problem becomes acute in the Spring semester when Nursing students are enrolled in two laboratory courses. In an effort to ease the scheduling, students were asked if they would prefer to take Microbiology 119 during the Summer session. A group of 25 students volunteered to do this, which reduced their academic load, as well as reducing the number of students using the Biology laboratory during the Spring semester. This plan seemed to work well for both the students and the College and a similar arrangement will be made for the 1968-69 school year. Microbiology 119 is one of the courses which the Nursing faculty will evaluate during the coming year. Currently, we are questioning the need for a

College Microbiology class as a base to understanding aseptic principles. It may be that such concepts can be integrated into Nursing courses equally as effectively.

One section of Biology 126 and Biology 127 has met from 4:00 p.m. to 6:00 p.m. several days per week, which has spread use of laboratory facilities over the entire day. The use of late afternoon hours for Biology classes has worked well and been enthusiastically accepted by a sufficient number of students.

Since two new Nursing programs were to open at Chicago City College campuses in the Fall of 1968, a number of inter-campus Nursing meetings were held to review the Nursing courses. This group was able to agree on the core Nursing courses and developed common course descriptions (See Appendix II). The Nursing faculty of all campuses agreed that within this common framework they would have sufficient freedom to approach teaching in their own unique manner. This approach should be helpful to students in a highly mobile, urban area who may wish to move from one campus to another. We found these meetings very stimulating and informative and plan to hold similar inter-campus Nursing faculty meetings several times during the 1968-69 school year.

After teaching Nursing 101 in the Fall of 1967 to the large number of students in three sections, the faculty requested permission to try teaching Nursing 102 with one large lecture section and small quiz or discussion sections. Since we had a classroom that could comfortably accommodate the students, the College allowed us to try this approach. The faculty found it much easier and far less time consuming. Students respond well, especially to the weekly small discussion groups. We are planning to teach all Nursing classes for the 1968-69 school year in this way.

Another change in scheduling, which will be continued, is the use of afternoon hours for teaching in the clinical setting. This was done in Nursing 101 and 102. The large number of students was sectioned and each student assigned one morning and one afternoon laboratory time in Nursing. We have been able to find sufficient learning experiences for students in these afternoon hours. It has also been helpful to faculty since they can remain all day at the clinical agency and, therefore, reduce the amount of time spent commuting between college and clinical setting.

CHAPTER VIII

ANALYSIS OF STUDENT POPULATION

The termination of the W. K. Kellogg project at the Amundsen-Mayfair Campus occurred at the close of the 1967-68 school year. It seemed to the Nursing faculty an appropriate time to do an in-depth study of students and graduates during the past five years. The Department of Instructional Services of the Chicago City College was willing to work with us in the compilation of data.

We were particularly interested in information regarding the predictability of our admissions standards. During the past five years, selection of students has been made on the following criteria:

1. Score on English Proficiency examination sufficient to enter English 101
2. Score on the Scholastic and College Ability Test battery
3. Score on the American College Testing battery
4. High school chemistry and mathematics with grade of "C" or better
5. High school and/or college grades of "C" or better.

Applicants who do meet these criteria are counseled. Frequently, it is recommended that they attend the college

taking general education courses only. If they are able to later submit a college record of "C" or better grades, they are then accepted into the Nursing program. It was this approach to student selection and its effectiveness which were of particular interest to the faculty.

The following tables have been compiled from the data collected on all of the students accepted for admission to the Nursing major from September, 1964 - September, 1966, a total of 159 students. Throughout the tables, grades are computed on a 4-point scale; SCAT, ACT, and State Board scores are standard scores.

TABLE I
PROFILE OF THE NURSING POPULATION (159)

	MEAN	STANDARD DEVIATION
Age	25.6	9.1
SCAT-Verbal	296.7	42.1
SCAT-Quantitative	293.7	42.4
SCAT-Total	295.6	41.9
ACT-English	19.7	5.9
ACT-Mathematics	16.7	5.3
ACT-Social Studies	21.7	6.1
ACT-Natural Science	19.9	5.0
ACT-Composite	19.8	5.4
High School English grade	2.52	.60
High School Chemistry grade	2.16	.80
High School Mathematics grade	2.20	.73
State Boards - Medical	513.7	102.6
State Boards - Surgical	503.3	95.2
State Boards - Obstetrics	497.1	96.8
State Boards - Pediatrics	508.0	93.2
State Boards - Psychiatric	528.8	84.1
Nursing G.P.A.	2.08	.88
Cumulative G.P.A.	2.15	.81
English Proficiency Examination	51.2	14.7

This Table I gives the means on all of the areas of the three classes investigated. It gives a profile of all students admitted to the program in Nursing. Looking at the grade point averages of both high school and college grades, we are indeed working with the "C" level student. The College requires the ACT of all full-time freshmen students and the estimated mean composite standard score of students on the Mayfair Campus is 17.

TABLE II

CORRELATIONS OF PREDICTORS WITH CRITERION VARIABLES

	ACT					SCAT			English
	E	M	SS	NS	C	Verbal	Quant.	Total	Proficiency
Nursing GPA	.18	.19	.15	.31	.22	-.04	-.05	-.05	.19
Cumulative GPA	.23	.15	.32	.38	.27	-.04	-.08	-.06	.27
STATE BOARDS									
Medical	.004	-.06	.11	.06	-01	.00	-.08	-.05	.09
Surgical	.04	.03	.20	.24	.08	-.13	-.25	-.20	.23
Obstetrics	-.07	-.12	.02	-.06	-.07	-.15	-.28	-.17	.12
Pediatrics	.20	.19	.19	.30	.21	-.15	-.18	-.18	.25
Psychiatric	.19	.21	.30	.29	.22	-.10	-.14	-.14	.38

The Nursing faculty found these data very pertinent in terms of admission testing. All of the correlations of the SCAT test battery with measurements of achievement were negative. We had believed this testing information to be important in terms of student selection, but found this was not true.

Since the ACT results seem to correlate better with measures of performance, this test battery should be of greater value in the selection of students. However, older students, who do not have a recent fund of high school information, find this test particularly difficult and do not do well. The English Proficiency examination, which was a college-designed examination, has been discontinued by the College and placement in college English classes will be made on the basis of ACT English scores.

TABLE III

MEAN COMPARISONS BY STUDENT STATUS

		ACT					SCAT		
	Age	Eng.	Math.	S.S.	N.S.	Comp.	V.	Q.	T.
Withdrawals (25)	29.3	19.2	17.1	21.2	17.7	18.6	302.9	300.4	302.0
Failures (37)	24.6	17.4	15.2	20.3	18.7	18.0	299.0	295.4	299.1
Graduates (97)	25.1	20.8	17.2	22.4	20.9	20.8	294.2	291.4	292.6

	HIGH SCHOOL G.P.A.			COLLEGE G.P.A.
	Eng.	Chem.	Math.	
Withdrawals (25)	2.48	2.07	2.35	1.45
Failures (37)	2.42	1.99	2.14	1.44
Graduates (97)	2.57	2.24	2.18	2.57

Again, the withdrawal and failure groups had better scores on the SCAT than the successful group, which indicates a questionable selection policy. It may be that the older age of the withdrawal group reflects the fact that these are often the married students who find the demands of family and school more difficult than they had anticipated. It is interesting to note that the college grade point average of the withdrawal group is quite low, which may again point to reasons for their decisions to withdraw.

TABLE IV

MEAN COMPARISONS OF STUDENTS WITH AND WITHOUT PREVIOUS COLLEGE EDUCATION

	Age	ACT Eng.	ACT Math.	ACT S.S.	ACT N.S.	ACT C.	Nursing G.P.A.	Cumulative G.P.A.
Without Previous College (109)	22.3	20.6	17.8	22.4	19.9	20.4	2.21	2.21
With Previous College (49)	27.0	19.3	16.2	21.3	19.9	19.5	2.03	2.13

TABLE V

MEAN COMPARISONS OF STUDENTS WITH AND WITHOUT PREVIOUS NURSING EDUCATION

	Age	ACT Eng.	ACT Math.	ACT S.S.	ACT N.S.	ACT C.	Nursing G.P.A.	Cumulative G.P.A.
Without Previous Nursing Education (98)	23.2	20.5	17.4	21.9	20.5	20.4	1.94	2.05
With Previous Nursing Education (60)	29.3	18.5	15.5	21.2	18.9	18.7	2.30	2.31

In Table IV, the lower G.P.A. of the group with previous college may be because this group includes those applicants who tested poorly or had poor high school records and were counseled to a year of general college education before being accepted into the Nursing major. The better records (Table V) of the group with previous Nursing education (LPN or RN programs) may be a reflection of their motivation to continue in the area of Nursing. Since this group also has a much higher Nursing G.P.A., the faculty should consider how much this reflects traditionalism in the curriculum, and these students know "how the game is played" as a result of their previous Nursing education experiences.

TABLE VI

CLASS RETENTION

	1966		1967		1968		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
WITHDRAWALS	10	20.8	8	13.8	7	13.2	25	15.7
FAILURES	8	16.7	16	27.6	13	24.5	37	23.3
GRADUATES	30	62.5	34	58.6	33	62.3	97	61.0
TOTAL	48	100.0	58	100.0	53	100.0	159	100.0

The figures in Table VI are particularly meaningful to the faculty since we would hope to hold and graduate as many students as possible. The retention figure of approximately 60% is lower than that generally reported for Nursing programs. However, by comparison to figures reported for college students generally, a 60% retention is a fairly high figure. It may be that in the college setting, with other options open to students, this figure may be what Nursing will have to learn to accept. When considering the graduation rate of 60% for the Nursing program, one must keep in mind that the graduation rate for Chicago City College generally is 7-8%. The faculty will be interested to see if these retention figures can be improved by changes in the admission testing program.

TABLE VII

PROFILE OF 1966, 1967 AND 1968 CLASSES

	1966 (48)		1967 (58)		1968 (53)	
	M	S.D.	M	S.D.	M	S.D.
Age	27.7	10.7	24.1	7.9	25.5	8.6
SCAT-V	303.4	101.8	294.3	90.4	293.4	108.2
SCAT-Q	299.8	113.3	293.4	91.7	288.8	107.5
SCAT-T	303.0	119.0	293.4	90.2	291.4	107.4
ACT-Eng.	19.3	3.8	20.5	4.7	19.2	3.9
ACT-Math	15.8	3.7	18.1	5.5	15.9	4.7
ACT-S.S.	21.0	6.7	22.3	4.5	21.6	5.1
ACT-N.S.	18.0	5.1	21.3	6.9	19.8	5.5
ACT-Comp.	18.6	3.4	21.1	5.9	19.2	3.8
HS-Eng.	2.60	.57	2.43	.60	2.55	.65
HS-Chem.	2.02	.92	2.13	.70	2.31	.79
HS-Math	2.43	.74	2.12	.75	2.08	.67
STATE BDS. MED.	521.8	88.4	506.5	114.6	495.6	80.0
STATE BDS. SURG.	481.1	83.1	522.8	102.0	518.13	91.2
STATE BDS. OB.	492.5	76.8	501.3	112.6	493.75	76.5
STATE BDS. PED.	501.3	81.7	513.9	103.1	495.91	85.7
STATE BDS. PSYCH.	508.2	73.6	547.0	89.5	511.13	72.1
NURSING GPA	2.01	.96	2.15	.86	2.07	.83
CUM. GPA	2.04	.86	2.15	.87	2.25	.67
ENG. PROF.	44.6	10.2	56.9	15.1	53.4	16.3

In looking at these three classes which have completed the program, it is obvious that the students were very similar in profile. It would be interesting to know what factors contributed to the substantially higher failure rate in the 1967 class (see Table VI). Since this group also had higher college and Nursing G.P.A.'s, as well as high State Board means, a number of students apparently failed who should have been saved. What accounts for this failure rate is a question the Nursing faculty must consider. It may have been a very conservative attitude of faculty during a period of some Departmental administrative changes and disruption.

CHAPTER IX

SUMMARY

The Nursing Department is now an integral part of the Chicago City College. The curriculum is fairly well understood and accepted by the faculty.

All Nursing faculty in the Chicago City College will have to seriously consider the problems of expansion. The Chicago area, as most of the country, has acute nursing shortages. Many hospital schools of nursing are finding the burden of nursing education more than their institutions can tolerate, and are seriously discussing closing programs. The Chicago City College must find ways to increase the number of nursing graduates before these hospitals close their programs or the problem of nursing shortage will become greater. More creative uses of space on Chicago City College campuses must be found.

A number of campuses have indicated interest in developing a Nursing program and such growth should be supported. However, an orderly development of new programs is essential in order to meet the needs of all areas of the City. The Nursing Department chairmen have felt that an effective advisory committee of interested and informed

public could be of invaluable assistance to the Chicago City College in planning and developing a larger nursing education program. The development of such a Nursing advisory committee is the primary goal of the Nursing Department chairmen for the coming year.

The Departments of Nursing on both the Amundsen-Mayfair and Crane Campuses are now equipped with space and hardware for audio-tutorial laboratories. It is hoped that these departments can share materials and experience in programming materials for student learning. Through the Chicago City College Innovation Center, time, assistance, and funding may be available to aid Nursing faculty in developing programs for use in the audio-tutorial laboratories.

These are some of the problems which will occupy the Nursing faculty during the coming year. Most of these problems will be more creatively approached through the combined efforts of Nursing faculty on all three campuses, and it is hoped that a number of inter-campus Nursing meetings can be organized.

Department of Nursing
Amundsen-Mayfair Campus
Chicago City College
4626 North Knox Avenue
Chicago, Illinois 60630

Chicago City College

CAREER

IN NURSING

AMUNDSEN-MAYFAIR CAMPUS

4626 North Knox Avenue • Phone: 286-1323

Chicago City College offers a two-year program in basic nursing and general education. The program prepares selected students to meet the requirements for an Associate in Arts degree and for eligibility to take the Illinois licensing examination for registered nurses.

All classes are held on the campus. Laboratory practice in nursing is organized by the nursing faculty and conducted in cooperating hospitals and community health agencies.

ACCREDITATION

Chicago City College is accredited by The North Central Association of Colleges and Secondary Schools.

The Nursing Program is approved by the Committee of Nurse Examiners, Department of Registration and Education, State of Illinois.

ADMISSION

Applicants must meet all the requirements for admission to Chicago City College.

Requirements for admission to the Nursing Program are:

1. High school graduation or equivalent.
2. Average (or above) high school standing with one year of algebra and one year of chemistry, or college equivalents, with a grade of "C" or better.
3. Acceptable scores on required entrance tests.
4. Health standards as outlined by the Department of Nursing.
5. Personal references.

The Nursing Program begins in September.

AMUNDSEN-MAYFAIR CAMPUS
CHICAGO CITY COLLEGE

ASSOCIATE DEGREE PROGRAM IN NURSING

CURRICULUM

FIRST YEAR

FALL TERM	Credit Hours
English 101	3
Biology 126 (Anatomy and Physiology)	4
Psychology 201	3
Nursing 101 (Foundations of Nursing)	5
Physical Education	1
	16

SPRING TERM	Credit Hours
English 102	3
Biology 127 (Anatomy and Physiology)	4
Microbiology 119	3
Nursing 102 (Nursing of the Expanding Family)	5
Physical Education	1
	16

SECOND YEAR

FALL TERM	Credit Hours
Humanities 201	3
Nursing 201 (Nursing in Physical and Mental Illness I)	10
Social Science 102	3
Physical Education	1
	17

SPRING TERM	Credit Hours
Humanities 202	3
Elective	3
Nursing 202 (Nursing in Physical and Mental Illness II)	8
Nursing 203 (Nursing in Perspective)	2
Physical Education	1
	17

☐ I am a high school graduate.

Name of high school_____

_____

Year of graduation_____

☐ GED equivalency

☐ I have had 1 year high school chemistry or 1 semester college equivalent.

☐ I have had 1 year high school algebra or 1 semester college equivalent.

☐ I have had previous nursing education in the following school (Practical or professional schools):

_____

_____

_____

☐ I have had previous college education.

Name of school(s):

_____

_____

_____

☐ I would like to be notified of the next admission tests for the Nursing Program.

Name_____

Address_____

City_____

State_____ Zip Code_____

Telephone_____

Age_____

CUT ON DOTTED LINE AND RETURN TO:

Department of Nursing
Amundsen-Mayfair Campus
Chicago City College
4626 North Knox Avenue
Chicago, Illinois 60630

COST OF PROGRAM

1. No tuition for residents of Chicago.
2. Tuition is charged for non-resident students.
3. Overall cost of books, laboratory fees, college service fee, uniforms, will be approximately $300.00 for the two year program.

TRANSPORTATION

The student is responsible for furnishing transportation to and from the College and clinical facilities, and assumes the cost for this transportation.

RESIDENCE FACILITIES

Chicago City College is an urban, commuter, multi-campus institution of higher education. There are no dormitory or residence facilities.

SCHOLARSHIPS

For Nursing scholarship information, consult: Illinois League for Nursing, 6355 N. Broadway, Chicago, Illinois 60626

or

Chicago Council on Community Nursing, 8 S. Michigan Ave., Chicago, Illinois 60603

APPENDIX II

COURSE DESCRIPTIONS

NURSING 101 - Foundations of Nursing

This course is basic to all other Nursing courses. The focus of study is on basic needs of individuals and how these needs may be affected by illness and hospitalization. Experiences are provided to develop nursing skills for care of patients, regardless of age, sex, or diagnosis. 5-6 credit hours.

NURSING 102 - Nursing of the Expanding Family

Human growth and development will be used as a baseline for understanding family development. This course focuses on the needs of the family through the cycle of parenthood. Emphasis is on the beginning family through the maternity cycle and developmental tasks of the expanding family. Experiences will be provided to develop those nursing skills needed during the maternity cycle. 5-6 credit hours.

NURSING 201 - Nursing in Physical and Mental Illness I

A study of nursing care involved in the major physical and mental health problems which individuals may encounter throughout the life cycle in our society. Experiences will be provided to increase specificity and complexity of nursing skills. 8-10 credit hours.

NURSING 202 - Nursing in Physical and Mental Illness II

Continuation of Nursing in Physical and Mental Illness I. Opportunity will be provided for planning patient care within the nursing and health teams and for increasing complexity of nursing skills and judgments. 8-10 credit hours.

NURSING 203 - Nursing in Perspective

A study of the occupation of Nursing, its status and problems. Emphasis will be upon the changing role and responsibilities of the Registered Nurse and her relationship to organizations within the occupation. 1-2 credit hours.

APPENDIX III

EVALUATION OF TEACHING PRACTICUM

As a Loyola University graduate student in the School of Nursing, I received my student teaching experience at the Amundsen-Mayfair College during the Fall semester, 1967-68.

Having taught in various hospital schools of nursing for several years, I was particularly eager to observe "first-hand" and participate in an established junior college nursing program. The experience proved to be very worthwhile and rewarding. Above all, I found that the warmth and enthusiasm of Miss Dittambl and her faculty had a continuing effect upon me throughout the semester. The channels of communication were always open and prompt assistance was willingly given where needed. There was a certain closeness and mutual respect which existed as we worked together.

For the most part, I worked with the freshmen students, both in the classroom and in the clinical area. It was mutually decided that it would be more challenging for me to teach at this basic level because of my previous work with more advanced students. Our decision proved to be correct. As I gained experience in conducting pre- and post-clinical conferences, evaluating student performance, teaching classes, and assisting with curriculum planning, I began to understand the junior college philosophy and the meaning of technical nursing education. I also conferred with others who were active in the college as a whole; i.e. the college Dean, Registrar, and the Counselor, in order to broaden this understanding and give me an over-all perspective.

As the semester drew to a close, I found I had only begun to discover the amount of skill needed to guide successfully these students with such diverse backgrounds to their common goal of becoming college educated technical nurses.

APPENDIX III

EVALUATION OF THE TEACHING PRACTICUM
IN TERMS OF THE COURSE OBJECTIVES
AND SPECIFICALLY RELATED TO EXPERIENCE AT
AMUNDSEN-MAYFAIR COLLEGE AND CLINICAL AREAS

1. To understand the role of a faculty member who is a constituent of a professional and academic group. We have had many opportunities to observe this particular role and hopefully we have gained an understanding from them. Because of the office facilities available, the faculty, unless lecturing or involved in clinical activities, are literally together most of the time. The result seems to be a relatively continuous faculty meeting, becoming more or less structured as schedule and problems demand. It seems to work well in that curriculum, tests, and classes are discussed often; intraschool, intradepartment, and professional nursing matters are perused as they arise, and decisions are reached. The professional aspect is covertly expressed by the repeated cooperation of the faculty, despite diverse opinions, and can only be explained by their mutual agreement with the philosophy and aims of the school and program. There is a dynamic, exciting feeling of freedom in this environment that seems to demand a high level of personal commitment and responsibility from each member of the faculty. They are really challenging models for students of teaching. Through observation and association, it has been a rich experience.

2. To develop additional insight into teaching by observation of qualified instructors in the classroom and clinical laboratories. The opportunities for observation of teaching have also been many, including at least two formal lectures and one informal session per week. The two pre- and two post-conferences each week, as well as the actual clinical teaching, have provided many different settings for the observation of teacher participation in learning. We have observed almost all of the faculty in each of these situations; each has offered their personal style in the teaching learning experience. It has been a privilege to observe student reaction and teaching intervention for extended periods of time.

3. To acquire greater teaching skills through participation in instructional activities. We assumed full responsibility for the preparation of two hours of formal lecture and one clinical post-conference. In a limited manner, we have assisted the faculty with recording test scores and other minor tasks. Being available in the clinical area to four to eight students for eight hours every week was a valuable learning experience.

4. To utilize initiative and self-direction in promoting good nursing care through effective teaching. The opportunity for fulfillment of this objective came primarily during the clinical experience when we were responsible for the small group of students. Situations arose for demonstrating procedures directly on their assigned patients, assisting students with more familiar techniques, and answering the many questions presented by the students. The most desirable type of teaching related to each type of "problem" the student encountered, was perhaps the most difficult goal to achieve. Whether to answer questions directly and specifically, and the extent to which one should help students, based on their individual expected level of performance, was somewhat difficult to determine. This is an extremely challenging area.

5. To increase communicative skills in individual and group activities. The four weekly clinical conferences, weekly faculty meetings, faculty planning sessions, meetings with administrative personnel, and the seminar every week, as well as the close daily physical proximity of all nursing personnel to each other, provided ample opportunity to practice communicative skills. The need for mature judgment in interpersonal relationships with both the faculty and students was always present. The opportunity to exercise these skills was available every day. The assumption of responsibility by the students for their own class and clinical work, as well as for verbal communication, was a real challenge to our acceptance of the changing role of the nursing student.

APPENDIX IV

It is interesting to note that with each variable studied, all of the means were in the range of 3.00-3.99. In the following presentation, it is important to recognize that even though mean differences, however quantitatively significant, do not necessarily imply a qualitative significance. For example, a rating of 3 meant "can perform <u>with some</u> supervision" while a rating of 4 meant "can perform <u>without</u> any supervision". In no instance was the numerical difference this large. When individual paired scores were used in the calculations of correlation coefficients, individual average confidence scores did range from 1.0 - 4.8. Therefore, individual variation was greater than group variation. To some degree, this is to be expected.

With all of the variables studied, only age and college education showed non-significant differences. The group under twenty-two years of age expressed a higher, though non-significant, degree of confidence. Even though age is related to experience and educational background and, therefore, thought to be related to feelings of confidence, this was not the case with the group studied. This held equally true for the students with a previous college background, including senior college, junior college, and other

college experience. The reason for no significant difference could possibly be explained through the principle of transfer of learning. In this case, non-related college education did not transfer to increased feelings of confidence.

With only five male students in the total group of 68, a significant difference in favor of the males should be interpreted cautiously. In the group studied, males did indicate a much higher degree of confidence.

Aside from college education, which was found to be non-significant, the other two most important background factors, namely nursing education and nursing experience, were found to be significant at the 1% level of confidence. It is, therefore, safe to conclude that students' backgrounds in these areas do positively contribute to feelings of confidence. This is not surprising and to a degree expected that proper nursing education and experience should enhance one's feelings in the areas measured. This is also borne out by a 5% significance in favor of those with more nursing experience (in this case 2 years and over). Even though non-significant by itself, when combined with nursing education, students with both factors in their background expressed a higher degree of confidence. This held equally true when students with both nursing education and nursing experience

were contrasted to those students with neither. When students with college, nursing education, and nursing experience were compared to students with none of these, a significant, but not larger than the single factors of nursing education and nursing experience, difference was found. Therefore, it is concluded that in the education of nurses, confidence feelings are developed through a nursing educational background and nursing experience. Being a male nurse may also be an important factor.

That nursing experience is an important factor is further substantiated by the correlation of .38 with individual average confidence scores. This correlation could possibly be stronger with a larger number of cases. Ability level (as measured by the ACT-composite) proved to have the highest relationship with average confidence scores of .59. Therefore, the higher one's mental ability the greater is one's confidence. This does have an implication for selective admissions. Correlations with age (as also previously indicated) was small and negative. The ACT-natural science scores was not significantly related and do not probably directly lend to higher confidence feelings.

When individual items, measuring different nursing objectives, were correlated with age and ability level, no

significant correlations were found. This might be due in part to the lack of reliability of individual responses.

The following conclusions can be supported by the data:

1. Nursing education and/or nursing experience influence a student's confidence levels.

2. The number of years of nursing experience greatly influence confidence levels.

3. Male students possess a higher degree of confidence than female students.

4. A high correlation exists between students with a high confidence level and high ACT scores.

5. Reliability of individual response of confidence levels may have influenced the findings of this study.

END